**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Operations and Algebraic Thinking (OA.2)**  **The Envision Lesson: 2-6 Making 10 to Add 9** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Have blank, laminated double ten-frame mat for each pair of students, 20 cubes or counters for each pair, and a blank number cube labeled 2-7 for each pair | ten-frame, addends, sum, addition sentence |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Have students do the Daily Spiral Review in their journals, and go over it as a class. Use the digital presentation of the “bridge” to introduce the thinking used in this lesson. If you want to work with this without the volume, using your own discussion points, turn off the volume and direct your own discussion in your classroom. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Show a ten-frame to the class, which students should remember from first grade. Have them discuss what it is and when and why they would use it. 2. Give several problems using 10 (10+6, 10+8, 10+3, etc.) to remind students how easy it is to add a number to ten. Tell them that using a ten-frame is a strategy they can use on certain problems to make a nine into a ten. This will make a new problem that is easier to solve. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. Give each pair of students the materials listed above. Write the problem 9+3 in vertical form on the board. Ask the students for ideas on how to show 9 on their ten-frames with red counters. Have them show three with yellow counters. Show it on the board or on the document camera. 2. Move a yellow counter to the top frame to make a full ten. **Ask, “Why did I move that counter? How did making a ten help me solve this problem?”** Write the new addition sentence (10+2=12) on the board. Have students record this problem on their papers or on white boards or in their journals. 3. Now have students put nine red counters in their first frame. Choose a student to roll the die under the document camera. Have all the students put that number of yellow counters in the second frame and record. Guide the students to make a ten and write the equivalent number sentence. 4. Repeat for number 3 and 4. 5. **Ask, “What did you notice about adding 9 and moving one counter to add 10? How did this strategy help you solve the problem?”** | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Guided Practice  Remind the children to remove one counter from the bottom frame and place it in the top frame to make 10. **Ask, “What would happen if there were already 10 in the ten-frame? Would using a ten-frame be the best strategy for every problem?”** Complete guided practice together. Display on the white board, and pull sticks for students to solve problems for the class. Help where needed. Discuss “Do you understand?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Monitor as children work through independent practice. Encourage children to use their ten-frames if they are having trouble. Model story problems if needed. Check student work. Reteach if necessary.  Problem-Solving  Particularly early in the year, this might be best done as a group activity with the teacher modeling his/her thinking as the class works through these problems together. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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